MICHIGAN DEPARTMENT OF EDUCATION

February 19, 2008

GRANT ANNOUNCEMENT

2008-2009 21st Century Community Learning Centers Grants

This application includes:

Grant Announcement
Part I   General Information
Part II   Additional Information
Part III   Review Process Information
Part IV   Application Information and Instructions and Review Criteria
Application Checklist
Application Form IM-02-65

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the 2008-2009 21st Century Community Learning Centers Grants. The grants are supported through the federal *No Child Left Behind Act of 2001*. The 21st Century Community Learning Centers Grants will provide approximately $16 million for new grants in federal fiscal year 2008 funds. Programs awarded these funds will operate from July 1, 2008 through June 30, 2009, with continuation funding for four additional years, pending continuing federal allocations. Funding for additional new grants is dependent on federal allocations in subsequent years. Criteria for the 21st Century Community Learning Centers Grants were approved by the State Board of Education at its meeting on December 12, 2006. The funds will be awarded through a competitive process to local and intermediate school districts and other public agencies, or private profit or non-profit community-based agencies, organizations and programs, including faith-based organizations, to provide comprehensive community learning center services.

The grant application for the 2008-2009 21st Century Community Learning Centers Grants, containing the necessary forms and instructions for completing the application, is available on-line at http://www.michigan.gov/21stcclc. Clicking on the title of the grant will immediately allow the user to select the application forms and instructions.

Completed applications must be documented by delivery agent for delivery on or before March 24, 2008. An original and four (4) copies (for a total of five) of the completed application are to be received at the state agency address listed on page 5. Only those applicants meeting all of the conditions outlined will be eligible for consideration. Please assist us by making this information available to other interested parties. Questions concerning the 2008-2009 21st Century Community Learning Centers Grants should be forwarded to the Office of Early Childhood Education and Family Services at (517) 373-8483.

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MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES

APPLICATION FOR THE
2008-2009 21st CENTURY COMMUNITY LEARNING CENTERS GRANTS

Part I: General Information

INTRODUCTION

The Michigan Department of Education is pleased to announce the 2008-2009 21st Century Community Learning Centers Grants. Nationally, it is estimated that 24 million school-age children have working parents, including many who receive no adult supervision during their out-of-school time. Further, too many school-age children are not achieving academic skills necessary to be successful in our competitive future workforce. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session. The purpose of the 21st Century Community Learning Centers (21st CCLC) Grant Program is to create community learning centers for those times when school is not in session. Programs must provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Limited programming may also be provided for the families of enrolled students. The 21st CCLC Grant Program began with an appropriation in the United States Department of Education budget in 1997 of $1 million with the first programs opening in 1998. Programs were direct federal-to-local funding. Fiscal year 2008 is the seventh year of state management of the program as part of the *No Child Left Behind Act of 2001*. In federal FY 2008, it is anticipated that Michigan's allocation will be approximately $37.4 million. Michigan will have approximately $16 million available for new grants.

GRANT PURPOSE

The purposes of the 21st Century Community Learning Centers Grants are to:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend high-priority schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

The federal government has specified student outcome and program implementation targets related to these purposes. A summary for all Michigan grantees is reported annually against the following targets:

Student Outcome Indicator	Federal Target
Students will demonstrate improved grades in reading and language arts.	Forty-five percent of students participating in this program will improve their reading and language arts grades.
Students will demonstrate improved grades in mathematics.	Forty-five percent of students participating in this program will improve their mathematics grades.
Students will demonstrate proficiency in reading and language arts on the Michigan Educational Assessment Program (MEAP) tests.	A federal target has not been established for this indicator.
Students will demonstrate proficiency in mathematics on the Michigan Educational Assessment Program (MEAP) tests.	A federal target has not been established for this indicator.
Students will demonstrate improvement in homework completion and class participation.	Seventy-five percent of students participating in this program will demonstrate improvement in homework completion and class participation.
Students will demonstrate improved behavior.	Seventy-five percent of students participating in this program will demonstrate improvement in behavior.
Implementation Indicator	**Federal Target**
Out-of-school time centers emphasize programming in at least one core academic subject area.	Eighty-five percent of out-of-school time centers emphasize programming in at least one core academic subject area.
Out-of-school time centers offer academic enrichment and support activities related to technology.	Eighty-five percent of out-of-school time centers offer academic enrichment and support activities related to technology.
Out-of-school time centers offer academic enrichment, support activities and programming to support student learning outside of core academic subject areas and technology.	Eighty-five percent of out-of-school time centers offer academic enrichment, support activities, and programming to support student learning outside of core subject areas and technology.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal to "Attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high-priority schools and students." In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives. The 21st Century Community Learning Centers Grants will address the strategic goal by giving priority to applications that propose to service students in high-priority schools. In addition, the grants address the initiative regarding the integration of schools and communities by encouraging collaboration. Other initiatives may be addressed through specific grant proposals.

TARGET POPULATION TO BE SERVED

Federal criteria require that states make awards only to applicants that will primarily serve students that attend schools with a high concentration of low-income students, giving priority to applicants serving children in high-priority schools. Therefore, applicants must propose services only to schools with 30 percent or more of the students enrolled eligible for free or reduced price meals. Applications proposing services to schools with fewer students eligible for free or reduced price meals are disqualified. Beyond this eligibility criterion, priority is given to schools that are eligible for Title I schoolwide programs, and that serve 50 percent or more of the students eligible for free or reduced price meals. Extreme poverty is prioritized for applications that propose services to districts with more than 50 percent census poverty. In addition, priority is given to applicants proposing services to students who attend high-priority schools, and those identified for school improvement. Additional priority is given to joint applications of partnerships involving Local Education Agencies (LEAs) and Faith-based and Community Organizations (FBCOs). Priority is also given to applicants proposing services to middle school students. A middle school for these purposes is any school that serves students in grades 6, 7, and/or 8, except a K-6 building or an 8-12 building.

ELIGIBLE APPLICANTS

Federal guidelines state that eligible applicants may be LEAs or FBCOs, and other public or private organizations. A community organization is defined as a public or private for-profit or nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community. Any 21st CCLC grantees who state 21st CCLC funding is continuing **may not apply** for duplicate funding for the same project and group of students. However, current grantees **may apply** for expansion of services. The application should clearly show how new funds will be used for new programming. An applicant may apply for more than one grant, if the services are proposed for different groups of students who attend different schools.

PREVIOUS GRANTEES

Grantees whose previous state funding has expired (Cohort A and B) may apply to serve the same schools/sites. Consideration is given to grantees who have demonstrated successful implementation.

GRANT RANGE AND FUNDING LIMIT

Federal criteria prohibit any grant award of less than $50,000 per year. The Michigan Department of Education awards a maximum of $150,000 per site to programs offering services four days per week at least three hours per day for 38 weeks total, including six weeks during the summer recess. The Michigan Department of Education estimates that service to one site for one full year ranges from $100,000 to $150,000. Each application is limited to a maximum of five sites.

LENGTH OF AWARD

Applicants are requested to submit a budget for July 1, 2008 – June 30, 2009. Programs may begin as early as July 1, 2008 and must begin operation no later than October 1, 2008. Continuation of funding will be available contingent on successful implementation of the projects, for four additional years for new projects if federal funds are available. Each grant proposal must include a "sustainability plan" to ensure continuation of the project after the period of federal funding.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to the eligibility requirements, funding specifications including minimum hours, days, and weeks of program operation or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, **THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application bearing ORIGINAL signatures **(in blue ink)** and four (4) copies (FOR A TOTAL OF FIVE) of the completed application **must be documented by delivery agent for delivery on or before March 24, 2008.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before March 24, 2008.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 33 must be completed and attached to the top of the original application for appropriate check-in by the MDE staff. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the March 24, 2008** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of application and participation in the competitive process at MDE. **The applicant is responsible for contacting Amanda Stoel at (517) 373-8483 or stoela@michigan.gov by March 25, 2008, if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications sent by mail should be addressed to:

U.S. POSTAL SERVICE	OVERNIGHT/EXPRESS
Michigan Department of Education	Michigan Department of Education
Early Childhood Education and Family Services	Early Childhood Education and Family Services
Post Office Box 30008	Hannah Bldg. – 4th Floor, Pillar G-17
Lansing, Michigan 48909	608 W. Allegan Street
(517) 373-8483	Lansing, Michigan 48933
	(517) 373-8483

No facsimile transmissions will be accepted. Late applications, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), are not accepted and are returned to the applicant ***without review***.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal **no more than 15 pages in length, with a font no smaller than Verdana 11 point**. All application pages must be securely stapled. Special bindings and binders cannot be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the 15 page limit. Supplementary materials such as commercial publications and videotapes are not reviewed and are returned. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

ACKNOWLEDGEMENT

All publications, including reports, films, brochures and any project materials developed with funding from this program, must contain the following statement: "These materials were developed under a grant awarded by the Michigan Department of Education."

NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of the Michigan Department of Education; and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served. See pages 1a and 1b of the Application.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Michigan Department of Education, Office of Early Childhood Education and Family Services, telephone: (517) 373-8483. You may also e-mail Lorraine Thoreson at thoresonl@michigan.gov or John Taylor at taylorj8@michigan.gov.

APPLICATION PRE-PROPOSAL CONFERENCES

Application technical assistance meetings will be held from **9:00 a.m. – 2:00 p.m.** as follows:

Wednesday February 27, 2008 DoubleTree Hotel 5801 Southfield Service Drive Dearborn, MI 48228	Thursday February 28, 2008 Crowne Plaza Grand Rapids 5700 28th Street Grand Rapids, MI 49546

Application technical assistances webinars will be held as follows:

Monday March 3, 2008 1:00 p.m. – 3:00 p.m.	Thursday March 6, 2008 10:00 a.m. – 12:00 p.m.

The purpose of these meetings/webinars is to discuss the 21st Century Community Learning Centers Grant Program and to allow applicants to ask questions related to the application and implementation process. The Office of Early Childhood Education and Family Services staff will be available to provide technical assistance as needed. There is no charge for this technical assistance. However, registration is required. Registration information on the meetings is available at www.michigan.gov/21stcclc, under **NEW** Trainings.

Part II: Additional Information

FUNDING PROCESS

The Michigan Department of Education will make the funds for the 21st Century Community Learning Centers Grants available through a competitive process.

PAYMENT SCHEDULE

All grantees are required to request funds as needed to reimburse for expenditures incurred by the program. Payment to the grantee is made through the Michigan Department of Education, Office of Financial Management and Administrative Services. The Requesting Funds Form for a project (4492) is available on the Michigan Education Information System (MEIS) website, under the Cash Management System at https://mdoe.state.mi.us/cms/.

FINANCIAL REPORTING

A final report of expenditures (4044) will be required within 60 days of the grant ending date each year, showing all bills paid in full for all projects funded under this grant program. It is expected that programs have standard account audits completed prior to the submission of the 4044. All financial reports are filed electronically with the Michigan Department of Education using the Cash Management System under reporting final expenditures (4044). Applicants that receive $500,000 in total federal funds are subject to the Circular A133 Single Audit requirements.

CONTINUATION OF FUNDING

This fifth Michigan cycle of the 21st Century Community Learning Centers Grants is for the first 12 months of a five-year cycle of funding for new projects, pending continued federal appropriations. Applicants shall describe a multi-year project, but provide a formal budget only for the first 12 months. Projects reporting successful implementation are asked to provide continuation applications and budgets for subsequent years if federal funding continues.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

Successful grantees are required to participate in performance reporting and monitoring, as defined annually by MDE. Currently the following five categories have been established and are required.

1. **On-site monitoring.** The Michigan Department of Education has developed an on-site monitoring system and protocol for the 21st Century Community Learning Centers Grants based on the approved *Model Standards for Out-of-School Time Programs in Michigan.* Each successful applicant should expect to cooperate with a minimum of two visits by MDE consultants during the multi-year period of the grant award.

2. **Michigan Electronic Grants (MEGS) System.** The Michigan Department of Education has moved portions of the 21st Century Community Learning Centers Grant process to the Michigan Electronic Grants System (MEGS). All grantees are required to enter basic program data using this on-line system.

3. **Statewide Evaluation.** Each successful applicant must agree to participate in the state-wide evaluation and to submit data as required by the state evaluator. The Michigan Department of Education has contracted with Michigan State University as the state-wide evaluator to:
   a. Collect and report data required by the federal government through the *No Child Left Behind Act* (refer to the Federal Targets in the Grant Purpose, pg. 2).
   b. Prepare an Annual Report Form on behalf of MDE for all grantees to use and to summarize those reports annually, incorporating a combination of EZReports web-based tracking data, Annual Report Form data, survey data, school records, and Youth Program Quality Assessment (YPQA) data (additional detail will be provided to successful grantees).
   c. Provide each grantee with its own submitted data in a standardized agreed-upon format for their own use.

Participant families must be notified of the data collection requirement at enrollment. Five hundred dollars ($500.00) per year per site must be budgeted for an annual EZReports software license and high speed internet access must be available; further information regarding EZReports will be given to grantees upon approval. It is recommended that each site allocate four to five hours per week of personnel time for data entry.

4. **Quality Assessment Training.** The Michigan Department of Education has contracted with the High/Scope Educational Research Foundation to provide YPQA training to grantees. Each site is required to send staff to YPQA training and submit data from a minimum of one YPQA annually to the High/Scope Educational Research Foundation.

5. **Local Evaluation.** Each grantee is required to hire a local evaluator. At a minimum, the local evaluator will:
   a. Coordinate the collection and monitor the quality and completeness of required federal and state data. The instruments and collection systems that have been identified, include:
      i. program data, such as enrollment, demographic, attendance, and activity information, to be entered into the EZReports web-based tracking system on an on-going basis;
      ii. surveys from parents, students, teachers, and staff at the end of each school year; and
      iii. school records data, including student grades, MEAP scores, school attendance, and disciplinary actions at the end of each school year.
   b. Guide the YPQA process.
   c. Use local data and the YPQA to guide a performance improvement process, including a sustainability plan.
   d. Assist with the completion and submission of the Annual Report Form.
   e. Collect any additional data requested by the local grantee.

It is recommended that grantees allocate 2 to 5 percent of the budget for local evaluation expenses.

Part III: Review Process Information

REVIEW PROCESS

All applications are evaluated using a peer review system. Award selections are based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The enclosed rubrics (Part IV, Application Information and Instructions and Review Criteria) are used as a rating instrument in the review process. All funding is subject to approval by the Superintendent of Public Instruction. All applicants are notified of the Superintendent's action. Successful applicants are required to attend the 21st Century Community Learning Centers Grantee Orientation meeting on June 11, 2008 at the Holiday Inn West Lansing.

Applicants may wish to refer to the Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide is available at www.michigan.gov/mde. Click "Grants," then click "Directory of Grant Programs," and then click on "Proposal Development Guide" to access the guide.

The maximum score for the application is 185 points, plus up to 70 priority points, or 255 points total.

ADDITIONAL REVIEW FACTORS

In addition to the review criteria in Part IV, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has performed satisfactorily on previous projects; and, (5) prioritization based on the State Board of Education strategic goal and initiatives.

GRANT REVIEWERS

The Michigan Department of Education will designate a panel of peer reviewers who have knowledge of out-of-school time programs and strategies to improve the success of at-risk students. The review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district or agency submitting a proposal may not serve as peer reviewers.

Part IV: Application Information and Instructions and Review Criteria for the 2008-2009 21st Century Community Learning Centers Grants

APPLICATION REVIEW AND APPROVAL

All applications are reviewed and rated by staff of the Michigan Department of Education and outside peer reviewers. Only those proposals meeting all the identified criteria and not exceeding the total amount of state allocated funds will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Superintendent of Public Instruction.

REVIEW CRITERIA

All applications are evaluated on the basis of the criteria described. Narrative sections of the application should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred fifty-five (255) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Proposals that do not adhere to funding specifications or application preparation instructions (pg. 5) will be rejected and not reviewed.

Page(s) – Form IM-02-65

1	Application Cover Sheet (Part A)
1 a + b	Assurances and Certifications
1 c	Certification for Participation in Co-Applicant Agreement
2 a	Acknowledgment of Need for Project (Part B1)
2 b	Acknowledgment of Effort to Collaborate (Part B2)
2 c	Acknowledgment of Intent to Provide Services (Part B3)
3	Project Abstract (Part C)
4 a + b	Project Plan (Part D)
5	Facility Description (Part E)
6	Program Personnel (Part F)
7 a + b	Commitment, Capacity, and Sustainability Plan (Part G)
8	Budget 2008-2009 (Part H)

PART A – APPLICATION COVER PAGE

On the cover sheet, the district/agency/organization submitting the application must be fully identified, as well as the contact person for this program. If the application is a partnership, the fiscal agent should be indicated on the cover sheet as the applicant, and the partner agency as co-applicant. All boxes must be appropriately completed, including signatures, addresses, telephone numbers, and e-mail addresses. Please include the federal identification number of the applicant organization. A co-applicant must be identified on page 1 only to receive priority points where there is a partnership of an LEA and a FBCO. Indicate the schools to be served, grades, district codes, and building codes on the cover page for MDE priority point verification.

PART A (Pages 1a and 1b) – ASSURANCES AND CERTIFICATIONS

Assurances on pages 1a and 1b must be included and affirmed through an original signature **(in blue ink)** on the original copy of the application on page 1b.

PART A (Page 1c) – CERTIFICATION FOR PARTICIPATION IN CO-APPLICANT AGREEMENT

Page 1c must be included only if the application is a joint application between a school district/PSA and a FBCO, or a co-application of several eligible agencies or LEAs. The applicant should be the "fiscal agent" and the "partner(s)" should be the collaborating school district(s)/PSA(s) or agency(ies). All co-applicant partners must be identified on page 1c of the application. Copy page 1c for more partners if needed.

The original application must have original signatures in blue ink on the cover sheet and pages 1b and if applicable, 1c. If the application is not a joint application, page 1c should be omitted.

PART B - ACKNOWLEDGMENT FORMS

Each of the following forms may be duplicated as many times as necessary to indicate collaboration from multiple agencies. In each case, letters of support may be included instead of or in addition to the forms, if desired, as long as the agency identification information is included and is complete. Assemble the application so that it is clear whether the letter or form is from an agency or group supporting the project, a school district agreeing to collaborate in the services to be provided to its students, or an agency that will actually provide services as part of the proposed 21st Century Community Learning Centers project.

PART B1 (Page 2a) – ACKNOWLEDGMENT OF NEED FOR PROJECT

Community coordination of services to students through public awareness and collaboration must be documented with the Acknowledgment of Need for Project (Page 2a) form and/or letters of support. This form and/or letters of support must focus on the 21st Century Community Learning Centers program.

PART B2 (Page 2b) – ACKNOWLEDGMENT OF EFFORT TO COLLABORATE

If an applicant is a faith-based or community organization, and not an LEA or private school, then collaboration with the district and the individual schools whose students will be served is essential. Use the Acknowledgment of Effort to Collaborate (Page 2b) form and/or letters of support from the principal of each school building whose students will be served, as well as the district administration. The methods and procedures that will be used to make sure that students' out-of-school time activities enhance their school-day academic performance should be delineated in the narrative part of the proposal and verified through letters of support from the schools. In addition, access to student achievement records and test scores will be necessary. LEA applicants proposing service to their own school buildings should include Page 2b.

PART B2 (Page 2c) – ACKNOWLEDGMENT OF INTENT TO PROVIDE SERVICES (20 POINTS)

Entities that provide direct services as part of the 21st Century Community Learning Centers program must complete the Acknowledgment of Intent to Provide Services Form (Page 2c) and/or letters of support and indicate agreement to provide the specific services described in the narrative portion of the proposal.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
includes letters of support or collaboration forms from community agencies representing fewer than three sectors.	includes letters of support or collaboration forms from at least five community agencies representing three or fewer sectors.	includes letters of support or collaboration forms from at least five community agencies from different sectors; e.g., education, social services, health, faith, business, etc.	includes a letter of support or collaboration form from the Multiple Purpose Collaborative Body (MPCB) or another community-wide planning group in addition to collaboration forms from at least five community agencies from different sectors; e.g., education, social services, health, faith, business, etc.
does not mention coordinating groups.	develops all new family and children coordinating groups.	provides for some integration with existing children and families coordinating groups.	integrates the existing coordinating groups for children and families to be involved in the planning and evaluation of the 21st CCLC program.
provides for no collaboration with parents or community members.	briefly describes a system of cooperation/reporting to parents and community members.	describes in detail a plan to involve parents and other community members.	provides for collaboration with and involvement of parents, appropriate community members, volunteers, and social services agencies/organizations.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
In the proposal:	In the proposal:	In the proposal:	In the proposal:
▪ if an LEA applicant does not include any "Acknowledgement of Intent to Provide Services" forms from any community agencies, and there are not services described in the narrative plan; OR ▪ if applicant is a faith or community-based organization, there is no formal notice of acceptance of the grant services by the buildings to be served.	▪ if an LEA applicant does not include any "Acknowledgement of Intent to Provide Services" forms from a community agency, but services are described in the narrative plan; OR ▪ if applicant is a faith or community-based organization, the "Acknowledgement of Effort to Collaborate" form is available from the district, but not from the individual buildings.	▪ if an LEA applicant includes at least one "Acknowledgement of Intent to Provide Services" form from a community agency, but services are not consistent with the narrative plan; OR ▪ if applicant is a faith or community-based organization, there are "Acknowledgement of Effort to Collaborate" forms from some, but not all, of the buildings proposed to send students to the program.	▪ if an LEA applicant includes at least one "Acknowledgement of Intent to Provide Services" form from a community agency, the services to be provided are consistent with the narrative plan; OR ▪ if applicant is a faith or community-based organization and includes the "Acknowledgement of Effort to Collaborate" form for each school building proposed to send students to the program. School district/building participation ensures that programming will be designed to enhance student academic performance.

SAMPLE

PART C (Page 3) – PROJECT ABSTRACT
(5 POINTS)

The Project Abstract must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Outcomes/Evaluation Plan), and highlight key people involved with the project (Qualifications of Key Personnel). These explanations must be confined to the page included in the application. An opportunity to fully describe these items is provided in later sections of the application.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The abstract:	The abstract:	The abstract:	The abstract:
is missing.	minimally describes the initiative; portions of the required elements are missing or are labeled "see attached."	contains all elements required (statement of need, descriptions of project, project outcomes, and key personnel).	clearly and succinctly gives enough information on one page so that it can stand alone for brief public information about the proposal.

PART D (Pages 4a & 4b) – NARRATIVE PROPOSAL AND PROJECT PLAN
(140 POINTS + 70 PRIORITY POINTS = 210 POINTS)

In this section, the applicant has the opportunity to provide a complete narrative proposal and a project plan which together address all of the required information described in this instruction packet. The application may include a total of not more than 15 typewritten pages for the narrative proposal. Applications that exceed the **15 page limit** will not be reviewed. The project plan chart explains the project goals, objectives, specific activities to accomplish objectives, identified staff to implement activities, the time frame in which implementation is scheduled, anticipated outcomes, and measurement strategies. Page 4a defines the three federal goals, objectives, timelines, anticipated outcomes, and the statewide evaluation measurement strategies that will be used. The project plan chart must detail activities/tasks/staff to meet the federal objectives. The applicant may recreate and duplicate the project plan chart (page 4b of application) as many times as necessary.

1. **Assessment of Need for the 21st CCLC Program (10 points plus 70 additional priority points – total 80 points)**

The proposal must describe in detail the need for the 21st CCLC program. This section is used to describe the community's need for enrichment and academic programming for students at risk of educational failure in low-income communities, and the soundness of the proposed project's rationale. Priority points are awarded to applications that meet the priority criteria established by the State Board of Education. Data to support the need indicated for each school attendance area should be included in this section. Applicants proposing to serve middle schools (and/or high school students) may request elementary school subsidized meal and poverty rates if they are discrepant from the actual middle or high school rates. This request must be attached to the cover sheet listing building and district codes for feeder schools. Two measures are used to determine priority points for service to low income and poverty areas. Two measures are also used to determine low achievement.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not indicate income or achievement levels of students to be served.	includes undocumented information on need levels in the community to be served.	cites the income status of students in the community and achievement levels in the school communities to be served.	describes demographics of the community and catchment area; cites the factors that place students at risk of educational failure including poverty and low-income status; numbers of schools in need of improvement; literacy rates and education levels of adults in the community.
does not relate how the need for the 21st CCLC was determined for this community.	provides a minimum description of the needs assessment procedure.	includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served, and shows how the 21st CCLC will address gaps in service to meet the needs of low-income students in high-priority schools.	includes an assessment of current services available before and after school, during weekends and summers for students in the community to be served, and shows how the 21st CCLC will address gaps in service and will coordinate services to meet the needs of low-income students in high-priority schools. The needs assessment is documented in the letters of support from other community programs and the schools to be served.

Priority Points		
Priority Description	Required Documentation	Points Possible
Schools eligible for Title I schoolwide funding or 40 percent or more of the students live in families eligible for free or reduced price meals.	Points are determined by the percentage of schools identified to serve communities with 40 percent or more students of low income. Click here for link to free and reduced price meals data.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
Districts with extreme poverty either 40 percent or 50 percent or more of the students are living in poverty.	Points are determined by the percentage of schools in the grant that meet the 40 percent or 50 percent poverty requirements. Grants with 50 percent poverty will receive more priority points than grants with 40 percent poverty. Census poverty data by district is available on the MDE website at http://www.michigan.gov/documents/MDE-P2_FS_07_T1aAllocListRev1_168603_7.pdf, click here for link to data.	100% of schools serve districts at 50% or more poverty = 5 points 80% of schools serve districts at 50% or more poverty = 4 points 60% - 100% of schools serve districts at 40% or more poverty = 3 points 40% of schools serve districts at 40% or more poverty = 2 points 20% of schools serve districts at 40% or more poverty = 1 point
High-priority schools (those identified for school improvement phase 3 and above).	For private schools or schools not including grades in which the MEAP is administered, indicate an appropriate measure of school performance. Points are determined by the percentage of schools that serve one or more school buildings identified as high priority.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
High percentage of very low income families in the schools to be served.	Points are determined by the average percentage of free and reduced lunch in all of the schools to be served.	100% to 90% = 10 points 90% to 80 % = 8 points 80% to 70% = 6 points 70% to 60% = 4 points 60% to 50% = 2 points Below 50% = 0 points

Priority Points		
Priority Description	Priority Description	Priority Description
Schools identified for improvement, those that did not achieve the adequate yearly progress (AYP) target due to student proficiency in the same subject in two consecutive years.	Points are determined by the percentage of schools identified for improvement, based on achievement only.	100% of schools = 15 points 80% of schools = 12 points 60% of schools = 9 points 40% of schools = 6 points 20% of schools = 3 points
Application is a joint application between an LEA and a FBCO.	Applicant and co-applicant are appropriately designated on cover sheet. Page 1c (joint application) must be complete.	Yes = 5 points No = 0 points
Sites serve middle school students. A middle school for these purposes is any school that serves students in grades 6, 7, and 8, except a K-6 building or an 8-12 building.	Points are determined by the percentage of schools indicated on the cover page that serve middle school students.	100% of sites serve exclusively middle school students = 5 points 50% of sites serve exclusively middle school students = 4 points At least one site serves exclusively middle school students = 3 points At least one site serves middle school students = 2 points

2. Quality of Proposed Project Model (55 Points)

The proposal must describe the proposed project plan in detail, addressing the purpose and expected outcomes of the project. Information must include a complete plan that allows readers to understand how the project will operate and how it is designed to address the needs expressed. This section provides complete information that allows reviewers to make a determination about the thoroughness of the plan. The project model must be consistent with the State Board's Strategic Initiatives and Goals.

The following must be addressed:

- goals, objectives, and activities that are expected to lead to the federal targets and outcomes are clearly specified and measurable;

  Definitions: **Goals** convey the broad intent of the program—what will be accomplished, not how (example: "Increase academic achievement among participating students"). **Objectives** are statements of intended outcomes that can be measured (example: "45 percent of participating students will show improvement in reading grades"). **Activities** are the means by which objectives are achieved (example: "All students will participate in academic enrichment activities that reflect their classroom curricula in reading"). **Outcomes** are the products or results of activities—what was achieved ("45 percent of students improved their reading grades"). **Targets** are objectives which have been identified by the federal government for projects to work toward; in this case, the federal targets should also be included among the objectives.

- the connection between the 21st CCLC program and the curriculum and goals of the school as it relates to the State Board of Education's strategic initiatives and goals;

- the extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population, including plans to include very high-need populations, including middle school students, homeless students, students with limited English-speaking ability, students with disabilities, and students in need of academic remediation;

- a description of the services to be provided to students and their families, including:

  o opportunities for academic enrichment (including providing tutorial services to help students, particularly students who attend high-priority schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics);

  o plans to connect with students' teachers to identify areas in which to provide individualized assistance in academic areas as needed;

  o a diverse array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs that are aligned with the needs of the particular population to be served; and

  o a diverse array of art, music, recreation, technology education, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and opportunities for literacy and related educational development for students' families.

- how students and parents will be involved in planning, implementation, program evaluation, and decision-making in the program;
- an explanation of the linkages that the proposed 21st CCLC will establish with other appropriate agencies, youth-serving organizations and stakeholders, including community-wide collaborative groups providing services to the target population; and
- the projected number of students to be served; hours of operation (programs are required to operate a minimum of four days per week, three hours per day for 32 weeks during the school year and six weeks during the summer recess); select or unique features; location and accessibility of the program to students and their families; number and description of sites to be utilized; availability of facilities, such as recreational and learning space, janitorial services, security services, and computers, in the chosen sites; transportation that will be provided; and other operational information deemed relevant.

Part D - Project Plan (page 4b of the application) may be duplicated as often as needed to provide the detail necessary to assure the reviewers that a 21st CCLC project can be implemented by the applicant.

Quality of Proposed Project Model

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not include program goals, objectives, activities, or outcomes.	includes some program goals, objectives, activities, or outcomes but not all.	includes all program goals, objectives, activities, and outcomes but are unclear or immeasurable.	includes program goals, objectives, activities, and outcomes which are all clear and measurable and meet federal targets.
does not describe a connection with the programs of the schools whose students will be served.	includes a generalized description of the connection between the 21st Century Community Learning Centers program and the curriculum and goals of the school(s).	includes a description of the connection between the 21st Century Community Learning Centers program and the curriculum and goals of the school(s); however, the connections with the school program are not fully described or are only informal in nature.	includes a description of the connection between the 21st Century Community Learning Centers program and the curriculum and goals of the school(s); it is clear that the 21st CCLC program is consistent with the school program and State Board of Education Strategic Initiatives and Goals. Describes formal structure or processes for linking to the school day.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not describe academic enrichment activities for low-achieving students; does not include plans to connect with teachers.	describes opportunities for academic enrichment activities, but they are not geared to low-achieving students; teacher input will be gathered only in group meetings.	clearly describes opportunities for academic enrichment activities to be provided for low-achieving students and plans to connect with students' teachers to provide individualized assistance in academic areas but connections are only informal in nature.	clearly describes opportunities for academic enrichment activities to be provided for low-achieving students, including individualized tutoring activities and plans to connect with students' teachers to provide individualized assistance in academic areas; the opportunities for collaboration will be convenient for school staff. Describes formal structure or processes for linking to teachers.
does not include any student outcomes beyond federal targets.	includes only student academic or enrichment outcomes, but not both.	includes student outcomes for both academic and enrichment facets of the program; academic goals do not address the academic needs specified.	includes student outcomes for both academic and enrichment facets of the program; academic goals clearly address the academic needs specified.
does not include additional services.	describes some additional services including youth development activities, drug and violence prevention programs, character education and counseling programs.	describes some additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that are aligned with needs of the particular population to be served.	fully describes a diverse array of additional services including youth development activities, drug and violence prevention programs, character education and counseling programs that are aligned with needs of the particular population to be served.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not include recreation, sports, art, music, or technology education activities.	describes some recreation, sports, art, music, and technology education activities, but not all of these are of general interest to students of the age group to be served.	describes recreation, sports, art, music, and technology education activities of general interest to students of the age group to be served.	fully describes recreation, sports, art, music, and technology education activities that complement the regular academic program of participating students.
does not include services for students' families.	includes family involvement services only.	includes literacy and related educational services that will be provided for families of the enrolled students.	fully describes literacy and related education services that will be provided for families of the enrolled students; family services meet the needs described for the community.
does not provide options for students to become involved in planning and implementation of the program or activities.	describes how students can become involved in the planning and implementation of activities but not in the larger program.	explains two or three ways in which students will be encouraged to become involved in the planning and implementation of both the activities and the program.	describes how the program will involve students in three or more ways including planning, implementation, program evaluation, and on-going advisory or decision-making roles.
does not provide options for parents to become involved in the planning and implementation of the program.	offers one way for parents to become involved in the planning and implementation of the program.	explains two or three ways in which parents will be encouraged to become involved in the planning and implementation of the program.	involves parents in three or more ways including planning, implementation, program evaluation, and on-going policy and advisory roles.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
is unclear or unrealistic about implementation.	includes some information about implementation, but it is not possible to determine if the project can be implemented on time.	includes enough information about the project timeline and project management plan to assure implementation of the project by the specified date; includes information about numbers of students expected to be served.	includes a fully developed project timeline and management plan; assures that the project will be implemented in a timely manner and effectively; includes estimated numbers of students to be served with each activity; includes feedback points at which time program accomplishments will be assessed and problem-solving will be undertaken.
is not clear if services will be provided for the required number of hours and weeks.			clearly describes a program that will provide services for a total of 38 weeks, which includes 6 weeks in the summer for a minimum of 32 weeks during the school year.

3. Facility Plan (10 points)

Applicants must complete the chart on page 5 of the application, Part E – Facility Description. The applicant must identify each site that will be used to implement the program. In the narrative, the applicant must describe the sites and their adequacy for the proposed students. If the site is not the school the students attend during the day, the federal funding stream requires that the site be as accessible as the school. Describe plans for transporting or escorting students to any sites in which they do not attend school. It is unlawful for the Department of Education to forward funds to projects that are not in compliance with state law. Therefore, applicants must demonstrate that they will be able to meet the requirements of the Michigan Department of Human Services (DHS), Bureau of Children and Adult Licensing by the projected beginning date of the project. It is recommended that the licensing process be initiated immediately for facilities not currently licensed or approved by DHS to indicate their suitability for the proposed project.

Not Recommended for Funding (0 point per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not include information about licensing status.	includes information about some of the proposed sites only.	includes a complete facility description (Part E) chart in detail.	includes a complete facility description (Part E) and a copy of the current license(s) or most recent correspondence from DHS, Bureau of Children and Adult Licensing staff for each site proposed; facilities can be approved or licensed by the start date of the program.
includes facilities not accessible to students and their families, or there is incomplete information about accessibility.	includes a description of the facilities accessible to students, but these facilities are not appropriate for all of the ages of students who will be served.	is clear that the facilities to be used for the program are accessible to students and their families, including plans for transporting or escorting students to non-school facilities. The facilities are appropriate to the age group of the students but do not allow for all of the activities described.	is clear that the facilities to be used for the program are accessible to students and their families, including plans for transporting or escorting students to non-school facilities. The facilities are appropriate to the age group of the students and will allow for the activities that are described. Agreement about the facilities to be available is documented in the letter of support from the school or site.

4. Program Personnel (25 points)

The plan must include provisions for staff who have appropriate expertise, experience, and training to work with the specified age group(s) in the activities to be provided. In order to ensure collaboration with the schools, it is expected that each project will have a full-time project director or administrator, and that each site will have a full-time coordinator when the program is in session. For the purpose of this grant, a full time project director is defined as working a maximum of forty hours a week year round. A full time site coordinator is defined as working a maximum of thirty hours a week forty weeks a year. (The coordinator and project director may be the same person in a one-site proposal, or one site coordinator might also serve as project director.) The site coordinator(s) must comply with the Child Day Care Licensing Rule R400.5302, School Age Director Qualifications or comply with rules R400.5306 and R400.5307, Multi-Site Director.

Staff development activities must also be included. Each 21st CCLC project is expected to participate in at least two local, state, or national training events each year. All staff are required to comply with the Child Day Care Licensing Rule R400.5102a, Staff Training Requirements. Michigan will offer activities in which all project staff must participate. Local training should also be described. The plan should detail partner agency and volunteer participation, and the qualifications of all the adults who will work directly with students and their families. This section of the proposal is worth a maximum of 25 points. The chart on page 6 of the application, Part F – Program Personnel, should be completed to document the personnel planned for the project.

Time should be set aside for program staff to plan and evaluate curriculum and align individual student needs with school-day staff. All staff from different program offerings should meet and coordinate plans prior to the start of the program. Staff should meet regularly to coordinate program offerings for continuous program improvement.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not include a project director.	includes a project director.	includes a full-time project director.	includes a full-time project director with credentials appropriate to manage the program (i.e., advanced teaching or youth development degree).
does not address partner/volunteer participation.	minimally describes a plan for some partner/volunteer participation.	describes extensive partner/volunteer participation.	describes in detail the plan for extensive partner/volunteer participation, and how volunteers and volunteer agencies will be integrated into the program.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
describes positions inadequate to deliver the proper services; Part F is not included.	describes site coordinators that are full-time; some staff appear qualified; Part F is included but not consistent with the narrative.	has a full time coordinator at each site; staff positions are described that will minimally be able to provide the program; Part F is included and complete.	has a full time coordinator at each site with appropriate credentials to meet DHS licensing and sufficient numbers of staff planned for the numbers of students; all other staff have credentials and expertise appropriate for the positions described; Part F is complete and consistent with the narrative.
includes no plan for staff development activities.	includes minimal staff development activities to meet DHS licensing requirements.	assures participation in local, state, and national staff development activities; minimal staff development activities are included which meet DHS licensing requirements.	assures participation in local, state, and national staff development activities for all project staff; staff development plan exceeds minimal DHS licensing requirements; it is clear that staff development is aligned to meet on-going program improvement plan.
has no plan described for the program and management staff to meet regularly to coordinate the program.	has a minimal plan described for program and management staff to meet to coordinate the program prior to the start of the program, but staff do not meet regularly.	has a plan described for program and management staff to meet to coordinate the program prior to the start of the program and staff meet regularly.	has a complete plan described for all staff from different program offerings to meet with management staff to coordinate the program prior to the start of the program; program and management staff meet regularly during the grant cycle to coordinate program offerings for continuous program improvement.

5. Evaluation of Project (20 points)

The proposal outlines plans for evaluating all components of the project, including staff, environment, curriculum, student outcomes, and parent and student satisfaction. It is recommended that the local evaluator be involved in the development of the application. Each application must assure compliance with the statewide evaluation and with required national data collection. The Michigan Department of Education has identified the Youth Program Quality Assessment (YPQA), the EZReports system and instruments developed by Michigan State University to be used for continuous program improvement and evaluation. Applicants may choose to include this section on Part D – Project Plan (pages 4a and 4b of the application).

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not include a local program evaluator or a local program improvement evaluation model.	describes a local evaluation model that details the requirements of this grant application but does not discuss a program improvement plan or state-identified data collection instruments and systems.	describes a local program improvement evaluation model that will include both program quality indicators and objective student outcome performance measures using state-identified instruments and systems; includes staff evaluation, student and parent satisfaction, and curriculum and environment evaluation.	describes a complete local program improvement evaluation model, the local evaluation includes both program quality indicators and objective student outcome performance measures; both quantitative and qualitative data are included in the evaluation plan; includes state-identified instruments and systems for program, staff and curriculum evaluation, and student and parent satisfaction.
includes no discussion of annual self-assessment.	mentions use of the YPQA as a self-assessment tool.	describes a plan for self-assessment at each site using the YPQA but plan does not include either the local evaluator or a site team.	indicates that the program has a plan to conduct an annual self-assessment at each site using the YPQA with detail regarding participation of the local evaluator and a team of site staff.

Not Recommended for Funding (0 point per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
does not mention the 21st CCLC statewide evaluation.			includes an assurance that the project will cooperate completely with the 21st CCLC statewide evaluation and will collect national reportable data as required; identifies resources to comply with evaluation requirements (e.g., data entry, high-speed internet).
does not relate the project outcomes to the evaluation components.	evaluates one or two of the anticipated project outcomes.	evaluates many but not all of the anticipated project outcomes.	clearly connects all of the project outcomes with the evaluation components.

6. Commitment, Capacity, and Sustainability Plan (20 points)

The 21st CCLC must be in operation no later than October 1, 2008. This section shows that the applicant is committed to and capable of the successful implementation and continuation of the project beyond the funding period. The sustainability plan will summarize the strategies that will be implemented to develop continued support for the project beyond the funding cycle. The sustainability plan should convince the reader that the project will contribute significantly to the community it serves and continued support is evident. Complete the form on pages 7 a and b of the application, Part G – Commitment, Capacity, and Sustainability Plan.

Not Recommended for Funding (0 points per box)	Recommended for Funding with Revisions (1-2 points per box)	Recommended for Funding (3-4 points per box)	Highly Recommended for Funding (5 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
is not convincing that the applicant and partners will be able to develop the proposed program.	is promising, but does not contain enough information to judge the capacity of the applicant and partners to develop the program.	includes sufficient information to judge that the applicant and partners will be able to develop the program.	includes sufficient information to judge that the applicant and partners will be able to develop a high-quality program.
does not use data for the sustainability of the project.	indicates that data will be used but is not specific to how that data will help sustain the project.	includes a plan to use data to support sustainability but is not specific to target audiences (i.e., staff, parents, community partners/funders, schools, etc.).	includes sufficient information to show how specific data results will be used to support sustainability for specific target audiences (i.e., staff, parents, community partners/funders, schools, etc.).
does not include a plan to continue the project funding after the period of federal funding.	indicates that the grantee will seek funding to continue the program, but gives no details.	includes a plan to seek continued funding from specific sources, but only one or two types of potential funding are mentioned (e.g., only school sources).	includes a complete and detailed plan to seek diverse funding sources to continue the 21st CCLC after the period of federal funding.
does not describe a plan to communicate the benefits of the program and the need to sustain it.	describes a plan to communicate the need to sustain the program but includes only program or school staff in the plan.	describes a plan to communicate the need to sustain the program that involves program or school staff in the plan and members of the broader community.	describes a complete plan that includes a community-based structure (e.g., sustainability committee) to communicate the vision and advocate for sustainability.

PART E (Page 5) – FACILITY DESCRIPTION

This chart lists the sites to be used for the program. The chart supplements the information in the narrative under section D.3.

PART F (Page 6) – PROGRAM PERSONNEL

This chart shows the qualifications of the key personnel for the program. The chart supplements the information in the narrative under section D.4.

PART G (Pages 7a and 7b) – COMMITMENT, CAPACITY, AND SUSTAINABILITY PLAN

This document describes the strategies that will be developed to ensure the continuation and expansion of this project beyond the funding cycle. The document supplements the information in the narrative under section D.6.

PART H (Page 8) – BUDGET
(20 POINTS)

This section provides information to demonstrate that the project has an appropriate budget for the program and is cost-effective. The applicant must complete a proposed budget for July 1, 2008 through June 30, 2009. The applicant must complete the enclosed budget summary page (Part H, Page 8 of the application) and provide a budget detail identifying expenditures that are allowable under the budget guidelines. A brief narrative explaining budget costs may also be included; the budget narrative is not included in the 15-page maximum for Part D. The budget summary must be completed and signed by the fiscal and administrative personnel of the agency/organization. Additional budget guidance is available in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, or OMB Circular A-122 for nonprofit community-based organizations that are assuming fiscal responsibility for the 21st Century Community Learning Centers partnership.

The budget detail section (Part H, part 2; attach to application on a plain sheet) must provide as much detail as possible regarding the line totals presented in the budget summary. Michigan Department of Education grant allocation amounts for each line item should be listed by function code in the budget detail.

1. **Budget Summary**

   The budget summary must be completed by the fiscal and administrative personnel of the agency.

   Function Codes:

   110   Instruction--Basic Program - This refers to out-of-school time staff who work directly with students, and may be assigned to or hired for this project, supplies and materials, equipment, and other costs related to project activities. Site coordinators are included in this function code.

   120   Instruction--Added Needs - This refers to instructional activities for students as defined in special education, compensatory education, or vocational education.

   210   Support Services--Pupil Support Services - This section refers to other staff (nurses, social workers, etc.) assigned or hired to support and improve the well-being of students/children during the out-of-school time program, and the expenses associated with project implementation; i.e., materials for meetings, supplies.

   220   Support Services--Instructional Staff Services - Costs for supervisory staff, including the project director or administrator, are itemized in this section. Activities for program coordination and staff development are included.

   230-260 Support Services--General Administration, School Administration,
   and 280 Business Services Operation and Maintenance, Central Support - are combined for administration. A maximum of 10 percent of the grant may be used for the administrative and indirect costs identified in these functions; such as telephone, duplicating, postage, insurance and other support activities to the program. Grant funds used to pay rent and transportation costs are excluded from this administrative cost ceiling. Indirect costs are allowable but must be counted as part of the 10 percent administrative cap. Districts and other agencies that have a negotiated indirect rate with the Department of Education must not exceed the negotiated restricted rate.

Note: *community-based organizations and faith-based organizations may NOT charge direct costs for administration; lines 230-260 and 280 must not be used. If the agency does not have a negotiated indirect rate with the Department of Education, the maximum allowable charge for indirect costs is 10 percent. All applicants should place evaluation costs in line 280, but these costs should not be counted in the 10 percent administrative cap.*

230   Support Services--General Administration – Consist of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils. Also included are community relations (district wide activities and programs designed to improve school/community relations).

240   Support Services--School Administration – Consists of those activities concerned with overall administrative responsibility for a single school.

250   Support Services--Business – Activities concerned with purchasing, paying, transporting, exchanging and maintaining goods and services for the school district.

260   Operation and Maintenance - This section refers to costs for repairs and maintenance of classroom(s), restroom(s), and playgrounds. A percentage of the utility expenditures (heating, water, and electricity), and rent are allowable. Rent of a facility not owned by the applicant or partners does not count in the 10 percent administrative cap. Other operational and maintenance costs do count toward the 10 percent cap.

270   Pupil Transportation Services - Costs to transport children to/from the program; and repair, operate, and maintain buses are itemized in this section.

280   Support Services--Central – Activities other than general administration, which support each of the other instructional and supporting service programs.

290   Other Support Services - This section refers to staff and activities, which support the program and cannot be classified in preceding sections.

300   Community Services - This refers to supplies, materials, and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, interagency committee meeting costs, supplies for health/nutritional activities. Services to the families of students should be included here.

400   Outgoing Transfers and Other Transactions - This refers to outgoing payments and/or subcontracting fiscal relationship to other school districts, agencies, or organizations.

999   Indirect Cost – Expenses incurred by a school district, community-based organization or other entity in administering or providing program services. A grantee must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant.

Funds made available under this section will be used to supplement, and to the extent practicable, increase the level of other federal, state, and local funds expended for the Federal 21st CCLC program. In no case shall Federal 21st CCLC funds be used to replace or supplant current federal, state, or local funding for existing programs.

2. __Budget Detail__

This section should provide as much detail as possible regarding the line totals presented in the Budget Summary. For example, the "Instructional Staff" total will be divided into amounts anticipated for each staff person including cost per hour, number of hours per week, and number of weeks per year.

Use of Project Funds:

Project funds may be used for the implementation of the 21st CCLC program only. Federal rules prohibit the use of funds for construction of facilities. There is no start-up funding for this project. Stipends to program participants are prohibited.

Not Recommended for Funding (0-2 points per box)	Recommended for Funding with Revisions (3-5 points per box)	Recommended for Funding (6-8 points per box)	Highly Recommended for Funding (9-10 points per box)
The proposal:	The proposal:	The proposal:	The proposal:
includes an incomplete budget summary form.	includes a complete budget summary form, no budget detail is provided.	includes a complete budget summary form and budget detail with no related function codes or totals or activities coded to wrong functions.	includes a complete budget summary form and a complete budget detail with related function codes and totals.
includes a plan for expenditures of federal funds on items not allowed in the budget guidelines and/or expenditures that in no way relate to the implementation of the 21st CCLC project.	includes a plan for expenditures of federal funds on items that are allowed, but either there is not sufficient detail or the detail does not match the summary. Expenditures hold little relationship to the planned activities.	includes expenditures which are allowed in the budget guidelines with some detail that matches the summary. Some expenditures do not directly relate to activities proposed in the plan.	includes expenditures which are allowed in the budget guidelines, including function codes and details of expenditures that match the budget summary. Expenditures relate directly to the activities proposed in the plan.

Successful applicants must plan to expend their funds no later than June 30, 2009. Additional funding for subsequent years is dependent on the availability of federal funds and successful implementation of the project.

APPLICATION CHECKLIST FOR GRANT APPLICANTS

APPLICANT NAME _____   FAX (____)_____

- ☐ Is the application narrative in a font no smaller than Verdana 11 point?
- ☐ Is the Narrative portion no more than 15 pages in length?
- ☐ Are the Application Cover page and Assurances and Certifications pages signed by the authorized signatory in blue ink?
- ☐ If feeder Elementary School Free/Reduced Meal rates are to be used to determine priority for middle and high schools are they listed on a separate sheet of paper with district and building codes and attached to the cover sheet?
- ☐ Is the Budget Summary signed by the authorized signatories in blue ink?
- ☐ Are the forms/attachments completed and stapled to the original and ALL four copies (for a total of five) in the following order?

  - ☐ Part A. Cover Page
  - ☐ Part A. (Pages 1a and 1b) Assurances and Certifications
  - ☐ Part A. (Page 1c) Certification for Participation in Co-Applicant Agreement, if applicable
  - ☐ Part B. (Page 2a) Acknowledgment of Need for Project (forms and letters)
  - ☐ Part B. (Page 2b) Acknowledgment of Effort to Collaborate (forms and letters, if applicable)
  - ☐ Part B. (Page 2c) Acknowledgment of Intent to Provide Services (forms and letters, if applicable)
  - ☐ Part C. (Page 3) Project Abstract
  - ☐ Part D. (Pages 4a and 4b) Narrative Proposal and Project Plan (up to 15 pages of narrative and multiple copies of project plan)
    - ✔ Assessment of Need
    - ✔ Quality of Proposed Project Model
    - ✔ Facility Plan
    - ✔ Program Personnel
    - ✔ Evaluation of Project
    - ✔ Commitment, Capacity, and Sustainability Plan
  - ☐ Part E. (Page 5) Facility Description
  - ☐ Part F. (Page 6) Program Personnel
  - ☐ Part G. (Pages 7a and 7b) Commitment, Capacity, and Sustainability Plan
  - ☐ Part H (Page 8) Budget – Summary and Detail for July 1, 2008 – June 30, 2009
  - ☐ Attachments (if applicable)

ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGE 5. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

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Package received by MDE:

Staff initials_____   Date_____